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ABSTRACT

This handbook for pupil personnel workers traces the historical development of school social work and its role in the Illinois public schools. The role and function of school social workers in promoting optimum educational programming by participating in an interdisciplinary team, consulting with teachers, evaluating students, providing casework services, and developing programs are presented. Legal authorization for these services under Illinois law is outlined and the relationship between social workers and the State Board of Education is discussed. The materials also describe the requirements for school social worker certification and the social work internship program. A list of Illinois Board of Education publications and professional social work journals and bulletins is appended. (JAC)

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SCHOOL SOCIAL WORK IN ILLINOIS

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1982

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FOREWORD

The Illinois State Board of Education is pleased to present these four Pupil Personnel Services documents entitled School Guidance and Counseling in Illinois, School Nursing in Illinois, School Psychology in Illinois, and School Social Work in Illinois. We hope that these documents will prove beneficial to local practitioners providing pupil personnel services.

The basic support for these handbooks was provided by Ms. Beth Bandy of the Department of Specialized Educational Services. Ms. Sheryl Poggi (School Guidance and Counseling), Ms. Bettye Endicott (School Nursing), Mr. Neil Browning (School Psychology), and Mr. Vaughn Morrison (School Social Work) of the same department designed and wrote the documents and will respond to any questions or comments.

Donald G. Gill
State Superintendent of Education

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HISTORICAL DEVELOPMENT OF SCHOOL SOCIAL WORK

School social work developed in the United States through the efforts of private agencies and civic organizations during the social reform period of the early twentieth century. Although school social work varied greatly in the different cities where it began, each early instance of the introduction of social work into the schools represented a response to certain influences; the passage of compulsory school attendance laws; new knowledge about individual differences among children and their capacities to respond to improved conditions; and realization of the strategic place of school and education in the lives of children and youth, coupled with concern for the relevance of education to the child's present and future.

Social workers of the early twentieth century were impressed by the opportunities presented to the school. Sophonisba Breckenridge, an early school social work pioneer, in an address to the 1914 National Education Association Conference stated that the social worker's perspective of working in school systems was a tremendous opportunity for testing present social relationships and for securing improvements in social conditions. This view of the school as an agent of social change coincided with the concerns of settlement house workers who felt that the school should relate more closely to the lives of children outside the classroom. Thus the principal focus of school social work through most of the 1920's was home-school-community liaison. Using many of the methods developed by the settlement workers, school social workers concentrated on working with others on behalf of the child. They attempted to affect those social systems which were directly acting upon children and to make the school more relevant to these systems.

In the late 1920's, however, certain modifications in practice began to result from the mental hygiene movement of the time. Social work increased its efforts to develop and define its own method of social casework in the schools, and school social workers began to turn more attention to work with the individual maladjusted child in school.

Although school social work suffered a retrenchment during the Great Depression, the field continued its internal development. The efforts of social workers to define their method of work in the schools resulted in a major shift in the goals and activities of school social work. Attendance work and the earlier focus on delinquency prevention was given less emphasis on the basis that such activities stigmatized and therefore negated many possibilities for constructive service. Emphasis was given to the goal of wholesome childhood for all children. As a consequence, school social workers attempted to establish their work in good, average, or superior school districts in many cities before attempting work in less privileged ones. This was done in order to avoid any stigma being attached to the school social work role and to make it possible to work with children coming from all types of homes.

By 1940, the transition was fully complete from an earlier focus on school and neighborhood conditions and social change to a clinical presentation in relation to the personality needs of the individual school child. Social

casework was the basic method, directed primarily toward the emotionally maladjusted child and his parents. The development and use of effective relationships was the basic tool.

During the 1940's and 1950's, school social work was accepted as an integral part of the educational program of many leading schools. The number of workers grew rapidly - a growth which was accompanied by a great increase in the literature on school social work.

In the 1960's, the urgent social problems affecting large numbers of children made it imperative that school social work enlarge its focus. It became clear that the value of the very best casework with an individual child was often made meaningless by the multitude of factors affecting his/her life. While retaining casework as an important technique, school social workers began to explore additional approaches. Traditional group work and community organization methods were introduced by social workers. Through selectivity and adaptation, school social work discovered many new ways to assist children, parents, and teachers to use the school effectively as a learning system.

The role of the school social worker also enlarged in response to the turbulent sixties. No longer content with molding the child to fit the school, school social workers accepted responsibility for helping tc modify school conditions and policies which stood as obstacles to a successful school experience for children. They joined with other school personnel in collaborative efforts on behalf of children. Almost simultaneously, school social work moved toward participation in the mainstream of education and direct participation in the community.

With the passage of the Education for All Handicapped Children Act, Public Law 94-142, came a further expansion of the school social worker's role and a delineation of specific services mandated for special education children. For the first time nationally, every child evaluated for special education placement had to have a social assessment as part of the case study evaluation. This, as well as other P.L. 94-142 regulations, brought about a national focus on school social work services related to the provision of special education services and a concurrent expansion of the field. School districts throughout the nation greatly increased their utilization and employment of school social workers in both regular and special education areas during this period.

Illinois

The development of school social work in Illinois has been closely connected with the development of special education programs for handicapped children. The first legislation, whereby the Illinois General Assembly recognized a responsibility for giving financial aid to public school districts for service for all types of exceptional children, was passed in 1911. Among other things, this legislation provided state reimbursement for the excess cost of special classes for pupils who were declared delinquent by the courts. In 1915, the base was broadened to include pupils who were truant and incorrigible. Local dissatisfaction with the plan for special rooms and schools for these children, such as had been set up in Chicago and in a few school districts, led to experiments with individualized programs in a few school districts. Under these latter plans, carried on at local

expense, children with behavior problems were kept in regular classrooms and given additional services. Other districts became interested and raised the question of legalizing the use of state funds for this preventive work.

In May, 1945, at the request of a number of school administrators, the Office of Public Instruction held a meeting in Springfield of school personnel at which the State Superintendent of Public Instruction asked the group to give consideration to a feasible plan for a broader type of school social work program. Another meeting of the same group, with additional persons who had become interested, was held in Peoria in October, 1945. These meetings led to an increasing number of experiments with school social work programs. Legislation broadened the law to include children who were in need of special education facilities designed to prevent their becoming truant, incorrigible, or delinquent.

State-sponsored workshops were held in 1949 and 1950 to develop wider understanding of the school social work program. Administrators and workers in the experimental programs attended and standards were developed. A district program of school social work was underway in Illinois, under the leadership of the Office of the Superintendent of Public Instruction facilitated by a sympathetic legislature.

Throughout the 1950's, school social work was primarily a casework service provided for students in special education classes. During the 1960's, school social work in Illinois began a transition to new goals and methods of work in response to the urgent social problems affecting large numbers of school children. Although casework continued as an important service, the group work method became a vital tool for an increasing number of school social workers. Also, efforts were made to demonstrate new approaches in working with the community. In an attempt to assist teachers with classroom management problems, school social workers experimented with behavior modification techniques and Glasser's classroom meeting technique.

During the 1970's, school social work continued to expand, both in terms of the numbers of professionals in the Illinois schools and in technology. In many situations, school social workers found their programs enhanced by teaming with other pupil personnel services disciplines. In other cases, school social workers improved their service delivery system through closely linking their program planning efforts with the total school district's efforts.

A great deal of effort is currently being placed on addressing the total school community as a social system. Focusing on system problems and consulting with teachers, administrators, and parents are shifts which school social workers find effective and allow them to lend assistance to a greater number of people.

During this time period, the administrative structure of the State Board of Education underwent a reorganization in an effort to provide improved services and leadership to the field. In 1976, the Pupil Personnel Services Unit merged with the Department for Exceptional Children creating a Department of Specialized Educational Services. This new department provided leadership and regulatory functions for gifted, handicapped, and pupil personnel services programs. The Department during the next two years continued to provide direct consultative services to local districts in concert with regional program services teams.

Additional major programs implemented during this period were organizational development, process approach to planned change, research on the role of the school social worker and the other pupil personnel services disciplines with exceptional children, classroom management, development and implementation of a five-year plan for career education, and state-wide inservice in the area of child abuse and neglect.

Concurrent with the implementation of these programs was extensive effort to reorganize the Department of Specialized Educational Services for more efficient, effective functioning. During the summer of 1978, this reorganization occurred. The traditional programmatic unit titles, i.e. gifted, handicapped, and pupil personnel services, were eliminated and replaced with functional titles, i.e., Grants and Contracts Unit and Program Design Unit within the Program Development Section and Program Approval Unit and Compliance Review Unit within the Program Approval Section. Further, to assure continued coordination of guidance and counseling programs within the new structure, the Executive Deputy Superintendent of the agency formed an agency-wide Guidance and Counseling Committee. Representatives of all relevant departments met periodically under the direction of the Assistant Superintendent for the Department of Specialized Educational Services. Expansion of the Guidance and Counseling Committee to officially include all pupil personnel services disciplines occurred in September, 1981. Major accomplishments of this committee included assisting the State Board of Education policy on Pupil Personnel Services, development of the Pupil Personnel Services Recommended Practices and Procedures Manual, initiation of a state-wide survey of pupil personnel services professionals, and continued sharing of information among the departments. This agency Pupil Personnel Services Committee provides coordinated leadership and direction to local districts and cooperative agreements in Illinois.

Implementation of the State Board Policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formulation of a model needs assessment, and coordination of services continue to be priorities for the 80's for this committee.

School social work in Illinois has offered many varied services through a diversity of state structures to the entire pupil personnel services movement in Illinois. This account highlights a few of the many accomplishments that have influenced the direction and scope of school social work in Illinois.

ROLE AND FUNCTION OF SCHOOL SOCIAL WORKERS

Local school districts are legally responsible for providing school social work services in accordance with current laws and regulations, both federal and state. School social workers are among the many employees hired to provide services under the direction of the local district in accordance with these laws and regulations. However, mandates considered in isolation do not adequately define the scope of service needs at the local or cooperative agreement level. Obviously, the depth of community resources available, the type and breadth of problems, and areas of staff expertise are examples of factors which should be considered along with mandates when setting service priorities.

Since the school district is the party legally obligated to employ staff to provide school social work services and the school social worker is employed to do his/her best to fulfill the job description, it is imperative that the local school district or cooperative agreement devise a method for assessing needs and determining service priorities. The district should then employ a suitable number of professional school social workers to adequately meet the needs identified. The responsibility to provide school social work services to all children needing them, as mandated, is thus appropriately administered by the district or cooperative agreement.

Clarification of expectations and the establishment of areas of priority should be negotiated annually between the school social worker and the district administrators. This review process is as essential as the initial planning and implementation of the school social work program. The school social worker should not be expected to determine all the priorities in isolation or by default. When the district is not involved in the planning of school social work services, expectations may differ and a needless schism between employer and employee may develop.

The school social worker can further promote optimum educational programming by being an integral member of the pupil personnel services team. In keeping with national efforts, the main thrust of the Illinois State Board of Education has been to improve planning and evaluation processes in educational programs through collaboration with the schools and the community. School social workers are being confronted with an increasing number and variety of system-related problems. As a consequence of assuming responsibility for these complex demands, problem solving can now be achieved with a cooperative systems approach called "teaming."

Teaming is an interdisciplinary approach through which school administrators, teachers, school nurses, school psychologists, school social workers, and guidance counselors plan, implement, and evaluate the pupil personnel services program of a school district. Teaming utilizes the strengths and abilities of the individual professionals by helping them to give input where their capabilities are greatest. This allows the school social worker to expand his/her traditional role.

The following is a list of roles and functions a school social worker may perform. The degree to which an individual school social worker participates in any one of these will vary according to the program, the individual professional, and the particular year. The emphasis may quite reasonably change from one year to the next. The school social worker should always practice in a way to best achieve the program objectives. The following list is neither comprehensive nor restrictive. It does include many current roles and functions of the school social worker.

- Participates in the identification and solution of school problems.
- Consults with classroom teachers to help them better understand and work with particular children or manage particular classes of children.
- Evaluates students for potential school social work service provision.
- Organizes and/or participates in inservice training programs.

- Evaluates students for special education placement.

- Consults with administrators and teachers on broad areas of mental health.

- Maintains up-to-date knowledge of Illinois and federal legislation and regulations affecting children in both school and community environments.

- Participates in the development of needed community services.

- Provides written and oral reports regarding the school social work program to the school and community.

- Represents the school in the social concerns of the community.

- Attends to crisis situations.

- Interprets school social work services to the community.

- Disseminates information to student groups.

- Supervises school social work interns.

- Participates in school research.

- Serves as a liaison between schools, families, and community agencies.

- Provides group work services to students.

- Works with parents as individuals or in groups.

- Works with family groups.

- Participates in case conferences with other school specialists such as school guidance counselors, school psychologists, school nurses...

- Provides short-term individual casework services to students.

- Provides long-term individual casework services to students.

- Plans and provides public relations activities.

- Works with noneducational specialists such as physicians, psychologists, psychiatrists...

- Practices professional renewal through a variety of means such as attending regional and national conferences, participating in professional school social work organizations, and contributing literature to the field of school social work and education.

LEGAL AUTHORIZATION FOR SCHOOL SOCIAL WORK SERVICES

School social work services are authorized in the following documents:

A. The School Code of Illinois, Article 14, Handicapped Children

B. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1

C. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979

The specific portions of these documents pertinent to the provision of school social work services include:

A. The School Code of Illinois, Article 14

This article of the School Code was substantially amended in the legislative session of 1965. Before being signed into law on July 21, 1965, Article 14 was H.B. 1407, by which it is frequently referred. Article 14 provides for a broad range of educational services available to handicapped children attending the public schools of Illinois. Items in the Code that are important for school social work services include the following:

1. The School Code of Illinois: 14-1.08 Special Education Facilities and Services

"Special education facilities and services" includes special schools, special classes, special housing, special instruction, special reader service, braillists and typists for visually handicapped children, sign language interpreters, transportation, maintenance, instructional material, therapy, professional consultant services, medical services only for diagnostic and evaluation purposes provided by a physician licensed to practice medicine in all its branches to determine a child's need for special education and related services, psychological services, school social worker services, special administrative services, salaries of all required special personnel, and other special educational services, including special equipment for use in the classroom required by the child because of his disability if such services or special equipment are approved by the State Superintendent of Education and the child is eligible therefor under this Article and the regulations of the State Board of Education.
Amended by P.A. 80-1404, Sec. 1, eff. Aug. 25, 1978; P.A. 81-1053, Sec. 1, eff. Jan. 1, 1980.

2. The School Code of Illinois: 14-1.10 Professional Worker

"Professional worker" means a trained specialist, and is limited to speech correctionist, school social worker, school psychologist, psychologist intern, school social worker intern, certificated school nurse, special administrator intern, registered therapist, professional consultant, special administrator or supervisor giving

full time to special education, and teacher of any class or program defined in this Article who meets the requirements of this Article, who has the required special training in the understandings, techniques, and special methods of instruction for any program provided for in this Article and who works in such program. Amended by P.A. 81-343, Sec. 1, eff. Jan. 1, 1980.

In order for a school district/cooperative agreement to receive reimbursement for a school social work program under this article, the school social worker must be listed on the Request for Approval of Special Education Personnel Form Number I ISBE 50-44 (1/81). The reimbursement rate for each school social worker employed is as follows:

$$\frac{\text{Number of Days Employed}}{\text{Number of Days School Is in Session}} \times \$6,250.00$$

The $6,250 amount maybe prorated depending on the annual decisions of the State Board of Education, the Illinois General Assembly, and the Governor's Office.

3. The School Code of Illinois: 14-8.01 and 14-9.01

These sections place special educational facilities under the supervision of and subject to the approval of the State Board of Education, as well as authorizing the Superintendent of Public Instruction to establish qualifications for teachers, other professional personnel, and necessary workers including school social workers.

A prerequisite for reimbursement to boards of education and/or special education joint agreements is approval of the special educational facilities and professional workers, such as school social workers, by the State Board of Education.

B. The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, Document Number 1 (October 1, 1977)

4-2.21 Pupil Personnel Services

To assure provisions of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

a. Guidance and Counseling Needs,

b. Psychological Needs,

c. Social Work Needs,

d. Health Needs.

7-6 Standards for Pupil Personnel Services

7-6.1 School psychologists, social workers in schools, and school guidance counselors shall hold a Type 10 or Type 73 Certificate with the appropriate endorsement.

7-6.2 According to Section 10-22.23 of The School Code of Illinois, all school nurses must be registered professional nurses. Any school nurse, first employed on or after July 1, 1976, shall hold a Type 73 Certificate with the school nurse endorsement (Section 10-22.23 of The School Code).

C. Rules and Regulations to Govern the Administration and Operation of Special Education, 1979

1. Rules and Regulations to Govern the Administration and Operation of Special Education: Special Education Related Services-Article V, Section 5.01, Number 3 (a, b, and c)

Related services which shall be provided by the school district are:

3. School social work services to and on behalf of students whose educational or behavioral development is restricted due to social or emotional considerations, family circumstances, or problems of the environment.

a. School social work services shall include, but not be limited to:

(1) Services to school personnel on behalf of children

The school social worker shall provide consultation and inservice training experiences to school personnel.

(2) Identification of children in need of services

The school social worker shall be responsible for providing the social-developmental study in a case study evaluation and for participating in the identification of those children who require social work intervention.

(3) Direct services to children

(4) Services to parents on behalf of children

The school social worker shall be responsible for serving as a liaison between the home and the school and for providing parental education and counseling as appropriate in relation to the child's problem.

(5) Utilization of community resources

The school social worker shall facilitate the effective utilization of existing community resources to meet the needs of school children and shall assist in developing services which are needed but unavailable.

b. School social work services shall be available, in an appropriate quantity, to all children for whom the district is responsible.

c. School social work services shall be utilized to assist in the process of developing an educational climate conducive to the optimum development of all children. Emphasis shall be placed on prevention as well as rehabilitation, or indirect as well as direct services.

2. Rules and Regulations to Govern the Administration and Operation of Special Education: Definition of Terms-Article I, Section 1.11

Social Developmental Study:

Shall be defined as a compilation and analysis of information concerning those life experiences of the child, both past and present, which pertain to the child's problems and/or to the possible alleviation of those problems.

SCHOOL SOCIAL WORKER CERTIFICATION

Legal authorization to function as a school social worker in Illinois and to be eligible for reimbursement requires that the applicant obtain a School Service Personnel Certificate (Type 73) endorsed for School Social Work by meeting the following criteria:

A. Demonstrate successful completion of an Illinois program leading to a Master of Social Work degree that has been approved by the State Superintendent of Education in consultation with the State Teacher Certification Board.

B. Demonstrate successful completion of a post-Master of Social Work degree program in Illinois that has been approved by the State Superintendent of Education in consultation with the State Teacher Certification Board.

C. Present a certificate of comparable validity and endorsement issued by another state if the individual successfully completed a Master of Social Work degree program at a non-Illinois institution.

D. Present a certificate of comparable validity and endorsement issued by another state if the individual successfully completed a non-approved Master of Social Work degree program at an Illinois institution.

Individuals who qualify under provisions A and B above will be informed of the proper application procedures by the approved program institution. Approved university graduate school programs are listed below. Applicants are urged to identify the correct procedure at the beginning of the last quarter/semester of study in order to obtain a certificate in a timely fashion. Individuals who qualify under provisions C and D above should make application through the Educational Service Region office in the county in which the applicant will be employed as described in the pubication Minimum Requirements for State Certificates. For further information regarding the certification process, contact the Department of Professional Relations and Services. Persons desiring employment in the City of Chicago are advised to contact the General Superintendent, Chicago Board of Education, Chicago, Illinois.

Approved Graduate Schools of Social Work

University of Chicago
School of Social Service
Administration
969 East 60th Street
Chicago, Illinois 60637

University of Illinois
Jane Addams Graduate School
of Social Work
601 South Morgan Street
Post Office Box 4348
Chicago, Illinois 60680

George Williams College
Division of Social Work Education
535-31st Street
Downers Grove, Illionis 60515

Loyola University
School of Social Work
820 North Michigan Avenue
Chicago, Illinois 60611

University of Illinois
School of Social Work
1207 West Oregon Street
Urbana, Illinois 61801

Supervisory Endorsement

The holder of the School Service Personnel Certificate endorsed for School Social Work may have the added endorsement for supervision upon:

1. Presentation of evidence of possessing a master's degree or higher from a recognized institution of higher learning;

2. Presentation of evidence of possessing eight semester hours of graduate professional education which shall include at least one course that relates primarily and explicitly to the supervision of personnel, and one course primarily and explicitly relating to the administration and organization of schools;

3. Presentation of evidence of at least two years of appropriate school service personnel experience.

Individuals who feel that they qualify for the Supervisory Endorsement should submit all official documentation and their certificate for review through an Educational Service Region office.

SCHOOL SOCIAL WORK INTERNSHIP PROGRAM

The Illinois State Board of Education has historically encouraged local public school districts and cooperative agreements to participate in the training of prospective school social workers. Currently, the agency provides reimbursement for school social work internship programs which neet programmatic requirements. The primary purpose of this internship program is to develop within the intern the knowledge base and skill level necessary for him or her to provide competent school social work services once certificated.

Specific criteria for establishing an approvable school social work internship program relate to various topical areas including program planning, personnel qualifications, site qualifications, individual responsibilities of all parties, the nature and extent of field instruction supervision, programmatic content, record keeping, and programmatic evaluation. The emphasis of the criteria is to always instill a thoughtful, well-planned, programmatic approach.

Any local public school district or cooperative agreement who wishes to participate may obtain the specific requirements, application procedures, and forms by requesting the Guidelines for the Approval of a School Social Work Internship Program from the Illinois State Board of Education. Any school district contemplating applying may obtain guidance and assistance from state agency personnel prior to submitting their application.

STATE BOARD OF EDUCATION IN RELATION TO LOCAL SCHOOL SOCIAL WORK PERSONNEL

The Illinois State Board of Education attends to the needs and concerns of school social workers in many ways. The following is a brief description of a few of the more visible efforts.

State Board of Education Policy on Pupil Personnel Services (Adopted June, 1981)

Preamble

In recent years the role of pupil personnel services in relation to students with special needs has been defined in law and regulations and supported with categorical funds. These actions have tended to obscure the fundamental role of pupil personnel services in helping "...elementary and secondary schools to provide optimum teaching and learning conditions for all persons involved." (Goals Statement, p.8) Pupil Personnel Services include, by definition, guidance and counseling, school psychology, school social work, and school nursing services organized to meet the needs of all students and to support the education program of the schools.

The State Board of Education adopts the following principles and policy to make clear the aims and priorities which should guide state and local development and provision of pupil personnel services.

Principles

1. Pupil personnel services is an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkage with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Policy

The State Board of Education, through the use of agency staff and resources, shall encourage local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education programs.

Pupil Personnel Services (PPS) Advisory Board

The purpose of the Pupil Personnel Services Advisory Board is to provide leadership for the effective delivery of Pupil Personnel Services to students, communities, and schools.

The Board is composed of 15 members. Members are appointed to represent each of the four pupil personnel services disciplines from each of the three geographic areas (north, central, south) of the state. The additional three members are representatives at large. Generally, these members consist of two pupil personnel services administrators and one local school district superintendent.

Members are selected and appointed by the Assistant Superintendent of the Department of Specialized Educational Services. Individual members serve for three years on a rotating, staggered schedule and may be reappointed. PPS Advisory Board members are selected for their demonstrated leadership and communication skills.

Some examples of areas in which the Advisory Board has made recommendations in the past include:

1. Criteria for a supervisory endorsement on the Type 73 Certificate.

2. Criteria for the approval of directors of pupil personnel services.

3. Criteria for the approval of school social work and school psychology internship programs.

4. Positions for guidelines and policies on:

   a. Confidentiality of student information.
   b. Corporal punishment.
   c. Pupil Personnel Services.

5. Criteria for the identification of exemplary programs.

6. Criteria for the development of the Pupil Personnel Services Recommended Practices and Procedures Manual.

7. Components of a comprehensive needs assessment.

Pupil Personnel Services Committee

The State Board of Education Pupil Personnel Services Committee is comprised of agency employees who have a background and work responsibility in the area of pupil personnel services. The PPS Committee meets regularly and provides coordinated leadership and direction to local school districts and cooperative agreements in Illinois. The committee has undertaken tasks including implementation of the State Board Policy, awareness of recommended practices and procedures, development of comprehensive programs, identification of exemplary programs, formation of a model PPS needs assessment instrument, and coordination of services.

Department of Specialized Educational Services

Department of Specialized Educational Services personnel provide direct and indirect services to school social workers in local districts and cooperative agreements. Examples of these services include providing technical assistance, acting as a liaison to university training programs, proposing and reviewing prospective legislation, conducting inservice sessions, working with appropriate organizations, responding to inquiries regarding role and function, monitoring programs for compliance, administering the school social work internship program, responding to inquiries regarding laws and regulations, developing materials, analyzing statistical data, and disseminating information.

Certification and Program Approval

The Professional Relations Department, Teacher Education and Program Approval Unit, works with the professional associations and university programs to determine certification standards for school social workers and approve university programs of study leading to certification.

Dissemination of Information

The State Board of Education publishes many pamphlets, brochures and other materials for use by school social workers. A list of publications available to school social workers appears at the end of this Handbook. In addition, articles regularly appear in the Department of Specialized Educational Services Management Bulletin concerning pupil personnel services activities and concerns in general and the provision of school social work services specifically.

PUBLICATIONS

Publications currently available from the Illinois State Board of Education which relate to school social work services include the following:

Films, Filmstrips, Tapes, and Records
Guidelines for the Approval of a School Social Work Internship Program
Multimedia Approach to Promote Pupil Personnel Services
Pupil Personnel Services Needs Assessment - July 1981
Pupil Personnel Services Recommended Practices and Procedures Manual
Pupil Personnel Services Survey - 1980
Resource Materials: Parenting, Child Abuse, and Birth Defects
The Abused and Neglected Child Reporting Act*
Understanding Child Abuse*
Rules and Regulations to Govern the Administration and Operation of Special Education
School Social Work in Illinois

*These documents may be obtained from the Department of Children and Family Services.

PROFESSIONAL SOCIAL WORK JOURNALS AND BULLETINS

School Social Work Journal
Post Office Box 2072
Northlake, Illinois 60164

Social Work in Education
2 Park Avenue
New York, New York 10016

Newsletter
Illinois Association of School Social Workers
140 North Missouri
Morton, Illinois 61550

School Social Work Bulletin
National Association of Social Workers
Suite 600
1425 H. Street, N.W.
Washington, D.C. 20005

Social Work**
2 Park Avenue
New York, New York 10016

Social Casework**
44 East 23rd Street
New York, New York 10010

Social Service Review
The University of Chicago
969 East 60th
Chicago, Illinois 60637

Bulletin**
Chicago Area Chapter
National Association of Social Workers
220 South State Street
Chicago, Illinois 60604

Job Clearing House**
Illinois Association of School Social Workers
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